DOCUMENT RESUME

ED 255 475 SP 025 753

AUTHOR Ouedraogo, Mathieu R.
TITLE An Analysis of Some Factors That Affect Curriculum Implementation in Upper Volta.
INSTITUTION African Curriculum Organisation.
SPONS AGENCY German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE Oct 83
NOTE 86p.; Document is printed in light type on colored paper and may not reproduce well. Requirement for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Curriculum Development; Developing Nations; Educational Attitudes; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Government Role; *Language of Instruction; *Negative Attitudes; *Relevance (Education); Social Change; Teacher Education; Vocational Education
IDENTIFIERS *Upper Volta

ABSTRACT

Proposed reforms in the educational system of Upper Volta have brought to the surface a variety of opposing and negative reactions against implementing suggested changes. Factors that have emerged to hamper change are: (1) language of instruction (French vs Voltaic); (2) concentration on productive instruction (e.g., animal husbandry) gives rise to fears about obstruction for the student who may be socially upwardly mobile; (3) parents' negative attitudes; (4) difficulty in recruiting and training teachers; (5) differences between urban and rural needs and opportunities; and (6) the question of the role the government should play in education. Descriptions of the methodology, data computation, and analysis of findings from a survey are given as a well as a summary of the findings and conclusions. Some recommendations are made on training teachers and school administrators, and the role curriculum developers should play in implementing changes. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255475

AN ANALYSIS OF SOME FACTORS THAT AFFECT CURRICULUM IMPLEMENTATION IN UPPER VOLTA

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Sachsenmeier
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 025 753

Dr Mathieu R Ouedraogo

1983

130

African Studies
in Curriculum Development & Evaluation

General Editors: *Peter Sachsenmeier*
Kofi B. Quansah

No. 130

AN ANALYSIS OF SOME FACTORS THAT AFFECT CURRICULUM IMPLEMENTATION IN UPPER VOLTA

DR MATHIEU R OUEDGRAOGO

1983

AEO Project

GTZ, Att. Peter Sachsenmeier
P.O.Box 54845, Nairobi

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

An Analysis of Some Factors that affect Curriculum Implementation in Upper Volta

Submitted by Dr. Ouedraogo R. Mathieu
Department of Modern Languages
University of Ouagadougou
B.P. 7021,
OUAGADOUGOU
UPPER VOLTA

October 1983

Acknowledgements.

This work has been made possible by assistance and cooperation from various persons and institutions. I wish to convey my thanks and gratitude to the following:

The German Embassy in Upper-Volta and G.T.Z. who made my participation to the ACO Curriculum Development course possible

Mr. Peter Sachenmeier, Mr. Sylvester Dioh and Kofi Quansah, permanent staff of the ACO/GTZ Project in Nairobi, Kenya,

The Educationist from the Directorate of Educational Planning and the Institute of Education in Ouagadougou,

The School Administrators and Teachers at all levels in Upper-Volta,

Professors J. Bourgeacq and Ch. Roy at the University of Iowa, Iowa City,

M. Kathryn Cuddy at the Center for International Studies in Iowa City, who
typed the manuscript,

I want to express my special gratitude to Mr. Aime Damiba who spent hours reading and discussing the project with me.

I would also like to express my great appreciation of Fatoumata, Benedicte and Jacqueline Ouedraogo's kindness and understanding in bearing with my long and repeated absences from home.

Chapter one	Statement	p.1
Chapter two	Review of the Problems	p.7
Chapter three	Methodology	p.23
Chapter four	Data Computation and Analysis . .	p.28
Chapter five	Summary and conclusion	p.54
Appendix	. . . . .	p.64
Bibliography	. . . . .	p.67

CHAPTER I

I. STATEMENT

The Educational System in Upper Volta has experienced many educational changes since 1960. Some curriculum changes were restricted to innovations inthe syllabi of some subject matters.

Innovations in the syllabi of French, Sciences, history, geography, Civics, etc., taking into account the new socio-political situation in the country were warmly accepted by the teachers and the general public. However, big changes involving not only the content and methodology, but a redefinition of the overall educational objectives and a restructuring of the entire school system, have not met with warm and enthusiastic welcome, particularly at the implementation phase. For example, when the Plan Christol proposed a system of education for illiterate youths in the early sixties, it was welcomed by the Policy makers, the youths and their parents. The first Rural Education Centres enrolled very enthusiastic adolescents. But gradually enthusiasm faded out and disappointment, anger and rejection faded in, so much so, that force was made use of to enroll children in Rural Education Centres.

A seemingly major innovation was introduced in 1974. Rural Education centres were to be renamed Centres for the Formation of Young Farmers (Centres de Formation des Jeunes Agriculteurs (C.F.J.A.) and French was to be replaced by Voltaic national languages as medium of instruction. At the same time the centres for the formation of Young Farmers were taken out of the Ministry of Education to be attached to the Ministry of Planning and Rural Development. That innovation was

not hurrayed by the rural people who saw it as a trick to prevent their children from learning French, the official language and the only language used in the Administration. They conceived of that innovation as Part of an overall Plan to lock their children in their villages condemning them to remain for good in their "condition Paysanne. For that and many other reasons, implementation of CFJA Programme is made very difficult. The CFJA is not meeting the goals set for it and is falling short of its designers' expectations, because the implementation of the curriculum is encountering increasing difficulties of all sorts.

The same thing is happening to the Reform of Education, which is under experimentation now. In 1976, the Directorate of Educational Planning worked out a proposal for a big change in the educational system. The overall objectives of the Reform are contained in a booklet issued by the Directorate of Educational Planning: Le Dossier Initial de la Reforme de l"Education (1976). Basing themselves on the Development Programme of the government and on the results of the needs assessment they carried out all through the country, the educationalists from the Directorate of Educational Planning derived educational objectives from the National Development goals which can be summed up as: "Education for Community and National Development. The Proposal met with almost general agreement. The Centre for Pedogogical and Professional Documentation (Centre de Documentation Pedagogique et Professionnelle) was transformed into a National Institute of Education in 1976. The National Institute of Education was created to (1) Plan and develop instructional goals, instructional media, (2) train personnel/pedagogical advisers,

inspectors, producers of learning materials, teachers, etc. (3) implement the Reform. Ever since its creation, the National Institute of education has been working hard towards attaining these three objectives. It did so well, that by 1979, it was ready to make the reform take off from Paper. Implementation of the Reform began in 28 experimental schools in October 1979. Dissenting voices began to make themselves heard, signalling opposition to an overall implementation of the Reform. Indeed evaluations carried out by the National Institute of Education in 1979 and 1981 (1) show that some stumbling blocks need to be removed before the new curriculum can be fully implemented in all schools.

The difficulty to implement both Plan Christol and the Reform of Education designed and Planned by the experts of the Ministry of Education assisted by expatriate consultants shows that there are definitely a certain number of factors which impede or delay curriculum change in the country. What are the major factors which hamper curriculum implementation in Upper Volta? How do these factors affect the development and implementation of School curriculum in Upper Volta? The objective of this paper is to analyze some of the most outstanding factors which affect curriculum development and implementation in Upper Volta.

Admitting that even though there was general agreement on the educational change proposed in 1976 to link education with production in order to promote community and national development, the implementers of the new curriculum derived from the accepted national goals are encountering some difficulties, the national Institute of

Education carried out two evaluation surveys (1) to find out which factors are delaying or hampering the implementation of the new curriculum.

The objective of the present study is not to carry out a similar survey, but to look at the findings of the experts of the National Institute of Education and analyze the different factors which are holding up the implementation of the Reform of Education. In undertaking this study, the writer wants to look (from different angles) at the Problems that curriculum implementers have to deal with in Upper Volta, in a constructive manner. However, the study will not stop there, the ultimate goal is to find out how the obstacles to curriculum change can be overcome in order to make curriculum implementation feasible. To that purpose, proposals and suggestions will be collected from People of various socio-professional background through the means of interviews, discussions and questionnaire.

1.3 Significance of the study

The Reform of Education to link Education with Production in order to promote community and National Development has been a national undertaking and commitment at the highest level. Therefore, failure to implement the curriculum derived from the national goals will have far reaching consequences for the educational system and the Nation as a whole.

Though a lot of research is being done by the Directorate of Educational Planning and the National Institute of Education on how to

facilitate the implementation of the new curriculum and ensure that, it attains the objectives set for it, the writer believes that the present study can bring some contribution towards a better understanding of the problems met by curriculum implementers in Upper Volta.

It is also hoped that the investigation undertaken will yield information which will be of use to the educational planners, administrators, curriculum developers and implementers in Upper Volta or in countries facing similar problems.

The information obtained may also throw some lights on the new curriculum as a whole and maybe, bring its designers to review some of the objectives and contents of the programme in view of the emerging problems and the reasons behind the resistance to the new curriculum.

The experts from the Directorate of Educational Planning have conceived of the Reform of Education. Those from the National Institute of Education have developed the instructional goals and media and trained the personnel to implement the reform. They are emotionally committed to the new curriculum which appears as their curriculum. On the other hand, the writer who is based at the University of Ouagadougou is less emotionally involved with the new curriculum and therfore may see things differently and in a more objective and critical way.

1.4 Limitations

There are so many factors and variables that can account for a successful (or not) implementation of a new curriculum that it is impossible to investigate them all in a short study like the one undertaken here. Therefore, only a few factors, considered as the most outstanding and most determining (by the writer) will be examined. Moreover, the means of investigation are also very limited. Time is also a limiting factor.

Besides given the nature of the factors to be investigated and the means of investigation/interviews, discussion, questionnaire) it will be difficult to avoid a good amount of subjectivity. Another limiting factor is the number of people involved.

1.	Primary school pupils	- 50
2.	Primary school teachers	- 25
3.	Secondary school pupils	- 50
4.	Secondary school teachers	- 25
5.	University students	- 25
6.	University lecturers	- 10
7.	Parents	- 50
8.	Policy makers	- 10
	Total	245 people

A sample of 245 people is not representative enough to give a very objective and wide embracing view, but all the same, considering the distribution of the sample, the opinions expressed can be considered to

be representative enough of the common attitude towards the Reform of Education.

Notes: (1) Instit National l'Education -

- L'Ecole Voltaique en Question? (1979)
- Evaluation Approfondie de la Reforme de l'Education (1981)

Ch. II Review of the Problems

Usually one would be expected to speak of the Review of the Literature. But in this particular case very little has been published about the topic. The only reliable documents on the matter are those published by the National Institute of Education and which will supply the basic materials for this paper. That is why instead of the Review of the literature, the writer proposes a Review of the Educational Background to the Reform of Education.

II-1 Background of the Reform of Education launched in 1976

Evaluations of the current system of education in Upper Volta show that it is characterized by the following features:

a) High Selectivity and rigidity - Because the system of education

is selective, rigid and non-functional, the rate of schooling is very low (about 15%).

b) Social and Regional inequality. Boys and girls do not enjoy equal opportunities of going to school or pursuing their studies. Moreover, there exists big discrepancies between the different regions in the country. Rate of schooling varies from 4% to 80% according to the areas.

c) High cost: The present educational system is too costly. It is inefficient and ineffective. Education absorbs more than 21% of the national budget - But only 15% of school age children are enrolled.

d) Inadequacy between the output of education and the real needs of the country. The present educational system creates professional aspirations that the actual employment possibilities cannot satisfy. Therefore, a lot of school leavers go unemployed whereas, the country needs skilled manpower and trained farmers for its development.

e) The lack of link between education and production. The present system does not effectively combi e theory with practice.

f) Lack of Coordination between formal education and non-formal education and vocational training.

g) Drop-outs. Less than 2% of the Primary School starters continue to secondary levels (Paula ROARK, 1975, p. 123).

h) Repeating. Repeaters represent more than 17% of the school population in the Pimrary. Repeaters use resources that could have been used for the schooling of more children.

i) The age of enrollment: Officially no child can be enrolled if he is not seven years old. This is particularly unfair to children from villages which have three classes only and recruit every two years.

j) The limited intake capacity: In 1981 children of school age were estimated at 1,333,401. Out of which only 202,327 were actually enrolled, which gives an enrollment rate of about 15%. More schools are needed.

k) Dependence on foreign aid and assistance. Foreign aid and contributions to financing educational projects represent more than 70% of total investment in education. Obviously one does not need additional negative features to reach the conclusion that this system cannot be allowed to continue. That is the reason why the ministry of education launched a big project in 1976 to bring a major change to the educational system in the country.

II-2 The Educational Objectives of the Reform

1. To Democratize Education

The proposed reform of Education aims at making school more

democratic and available to all children of school age, either in the rural or urban areas. The objective is to provide a minimum basic education free and compulsory for all school age children.

The present school system is undemocratic because it favors the social promotion of quite a few citizens while condemning the majority to remain illiterate with all the inconveniences that illiteracy entails. Democratization of school and knowledge requires the creation of conditions for effective universal primary and elimination of illiteracy.

2. To link Education with Production - This means that the deveopmental needs of the country have to be taken into account by the school system. Successive evaluations of the school system have revealed that a good many school leavers are economically unproductive. It is agreed that a poor country cannot afford to maintain a school whose output is irrelevant to its developmental needs. And it has been thought that the best way to prepare for production is to integrate productive activities into the school syllabus.

3. To reduce the cost of Education - The present system of education is extremely costly. In order to reduce the cost of education repeating and dropping-out should be eradicated. Children should also engage in marketable and economically productive activities as an effective contribution towards reducing the cost of their education.

4. To develop a national authentic culture. The present school system has been repeatedly condemned for its uprooting and alienating effects on pupils. One of the objectives of the Reform is to bring harmony between the schools, the school goers and the communities around them. In order to achieve this objective education will begin in the mother tongue or at least in a Voltaic national language. At present half the time at the primary level is spent learning French and becoming literate in it. (Ahmed Manzoor and Philip Coombs, 1975, p. 337) ([1]). The use of national Voltaic languages as medium of instruction will entail recognition and promotion of authentic national culture(s).

5. To associate communities to the task of educating the country's children. So far, the common thinking is that only teachers and the Ministry of Education have the duty to find ways to ensure effective schooling to every child. The promoters of the Reform think that the development of the school system will require a concerted national effort. Therefore it is expected that everybody will contribute to the development of education according to his means and resources.

II-3 The Structure of the Educational System

II.3.1 The Structure of the Present Educational System

a. Primary Education - 6 years (7-13)

b. First Cycle Secondary Education 4 years (13-18)

c. Second cycle of Secondary Education 3 years (18-21)

d. Tertiary Education 3,4-8 years (21-25-28)

II-3.2 The Structure Proposed by the Reform

a.	Pre-school education	4 years (2-6)
b.	Basic Education	8 years (7-15)
c.	Cycle of Trades	4 years (16-19-20)
d.	Tertiary/Specialization*	years (20-25)

II-3.3 The Reform having set new educational objectives it has been thought necessary to restructure the organization of the school system, since the new objectives cannot be achieved within the framework of the existing structure.

One big innovative idea underlying the Refor the direct association of Parents and communities to the tas educating the nation's children. Therefore the state, the pare and the communities have to be committed to the child's e tion, as soon as he is two-three yers old, in day nurseries. This a big innovation, because so far pre-school education has been entir y in the hands of

voluntary and private organizations. Moreover due to the prohibitive fees demanded, it has been considered as a luxury that only rich people can afford to buy for their children. Pre-school, for that reason has been de facto, discriminative. It has been looked at as a social class marker. Considering the important role that pre-school education can play on both the physical and mental growth of the child and his school career, the authors of the Reform have thought it necessary to make pre-school education available to all children regardless of social and geographical background. The first experimental preschool has been opened in a rural setting. (1) The village community is actively involved in the running of their day nursery school. The staff which is entirely local has been selected and trained by the National Institute of Education which supervises the running of the experimental pre-school. Lougsi-type village day nurseries are to be created in all villages to provide pre-primary education to all the children aged between 2 and 6.

At the primary level, the Reform proposes the concept of Basic Education which should last eight years (instead of six in the present system). Basic education will comprise both formal teaching and practical training. By introducing productive activities into the school curriculum, it is expected that after completing the cycle of Basic Education, the child will be able either to continue in the secondary or find himself a place in the labour market or go to vocational training centres to improve the practical skills acquired at school. Basic education will concern all the children aged between 7 and 15 years.

At the secondary level formal schooling will last only 4 years (instead of 7, in the present system). This level of education is termed cycle of trades. More emphasis will be put on training and developing skills required in the various economic sectors of the country. Productive activities will be included in the school curriculum in order to give the pupils theoretical and practical training and at the same time make them contribute towards reducing the cost of their education by bringing some revenues to their schools through the marketing of their produce. This cycle concerns adolescents of 15 to 19 years.

The tertiary level is termed Cycle of specialization and research. Its duration extends from 3 to 7 years depending on the nature of the specialization. That specialization will be done in the country whenever posible. But when conditions do not permit a particular kind of specialization in the country it can be done abroad. This cycle concerns both people from the cycle of trades and people already active in some vocations or professions who need higher training or specialization.

II-4 The Implementation of the Reform

II-4.1 The Day nursery School of Lougsi.

An experiment in pre-school education in Moore started in September 1980 by the National Institute of Education is in operation in Lougsi, a small village, at some 18 kilometres West of Ouagadougou.

It must be mentioned that the Lougsi Project is financed by UNESCO and Unicef. The opening of the nursery school in Lougsi was made possible by the availability of a good infrastructure:

- A Centre for Infants and Mother protection (Centre de Protection maternelle et Infantire, P.M.I.)
- A nutrition Centre
- A literacy Centre for women (created by le Service de la Participation de la Ferme et de la Jeune fille au Development.
- A Centre for the Formation of Young Farmers (Centre de Formation des Jeunes Agriculteurs
- A dispensary under construction

The personnel is recruited among the inhabitants of the village. The training which lasted about two months concerned three mothers, and five young girls. It was conducted in Moore. The training of the personnel covered the following domains:

- nutrition
- home ecnomics
- literacy
- hygiene
- first aid practice
- pedagogy and psychology

Enrollment conditions

- to possess a birth certificate

- to be aged 2-6

- to pay inscription fees (300 CFA) in October (about one U.S. dollar)

- For November to January, parents should contribute with food.

- From February to June, Parents should pay 150 CFA (about 50 U.S. cents) per child and per month.

Running of the day nursery

The nursery is open everyday of the week except on Sunday and market day afternoons. From May to October (planting, weeding, harvesting season) it is full time. From November to January it is open three times a week - holidays last from February to April (the hottest season)

A school cantine functions with the help of the Cathwell Relief Service. The mothers participate in the running of the cantine by bringing seasoning and cooking the food in turns.

II-4.2 The Cycle of Basic Education (Cycle d'Education Base. E-B.)

Experimentation of the Reform began in October 1979 in 28 Pilot schools. The distribution is as follows:

14 schools in Moore speaking area

10 schools in Jula speaking area

4 schools in Fulfulde speaking area

Training of the personnel, Inspectors, Pedagogical advisers and teachers is provided by the National Institute of Education. The Department of Linguistics of the University of Ouagadougou is actively involved with the linguistic aspect of Personnel training. Instructional media and teaching/learning materials are produced at the National Institute of Education with assistance of professionals from the University. Distribution of instructional materials is done by the National Institute of Education. All activities in the 28 Pilot schools are monitored and constantly evaluated by competent personnel from the national Institute of Education. A thorough evaluation was carried in 1981 and its main findings are contained in Evaluation Approfondie de l'Experimentaton de la Reforme de l'Education. (30 Mrs au 3 Avril 1981). L'Ecole Voltaique en Question issued in 1979 contains results of a survey carried just before the implementation of the Reform. Both reports which will be used (in the present study) as sources of reference try to pinpoint the major problems that need to be overcome before implementation of the Reform can be generalized. Now we can review the different factors which affect the implementation of the Reform of Education. Basically the problems and obstacles appraised in the two reports fall within the following categories:

1. The school system:

- a) Languages and language use

b) Introduction of practical work

c) System of examinations

d) Training of teachers.

e) Production of Instructional materials.

f) The school year (time of vacations)

g) The School administrators

2. The contemporary Society:

a) Parents' attitudes

b) Teachers' attitudes

c) Pupils' attitudes

d) Religion

e) The intelligentsia

3. Political Leadership: Lack of Political Will

Constant political change

4. Finances.

a) Building and equipment (investment)

b) Production and distribution of instructional materials.

c) salaries - recurrent expenditure

5. Geography:

a) Rural vs. urban

b) dissimilar economic activities

c) Climate (drought, heat, etc.)

d) non-availability of fertile land.

Identifying a problem is probably the first step towards solving it. But if we look carefully at the problems identified above, we can realize that some of them can be tackled by the curriculum developers, but others are quite beyond the competences of the curriculum developers as it appears in table I.

Table I

Origin	Nature	Scources of possible solutions	
		Curriculum Developers	Others
The School System	Languages and Language use	✓	✓
	Productive activities	✓	✓
	System of Examination	✓	✓
	Training of Teachers	✓	✓
	Production of Instructional Materials	✓	✓
	School year	✓	
	School administration	✓	✓
Contemporary Society	Parents' attitudes	✓	✓
	Teachers attitudes	✓	✓
	Pupils' attitudes	✓	✓
	Religion	✓	✓
	Intellectuals	✓	✓
Political Leader	Lack of Political will		✓
	Political Change		✓
Finances	Building and equipping		✓
	Production of Materials	✓	✓
	Distribution of Materials	✓	✓
	Salaries		✓
Geography	Rural vs. Urban	✓	✓
	Climate		✓
	Fertile Land		✓

As it appears on table I, curriculum developers are not the only forces that can ensure a successful implementation of a curriculum. Curriculum change requires change in people´s attitudes. But how can curriculum developers change people´s attitudes? In the two reports released by the National Institute of Education the expression "effort de sensibilisation"(*) keeps popping in. But who must do that "sensibilization?" The curriculum developers? (with what means?) The Ministry of Education? The Government?

Finances play a very important role in curriculum implementation. The non-availability of financial resources which can stop curriculum implementation is a problem that the curriculum developer cannot solve with his goodwill.

The Reform requires a restructuring of the school year and this cannot be done by the curriculum developer.

The new Curriculum requires a new system of evaluation and examination. Here come in, such institutions as:

a) Le service des Examens et concours.

b) The primary and secondary inspectorates

c) The university

d) The Office du Baccalaureat, etc.

Productive activities may be jeopardized by weather conditions. What power has the curriculum developer over the weather?

And one can go on listing the problems that the curriculum

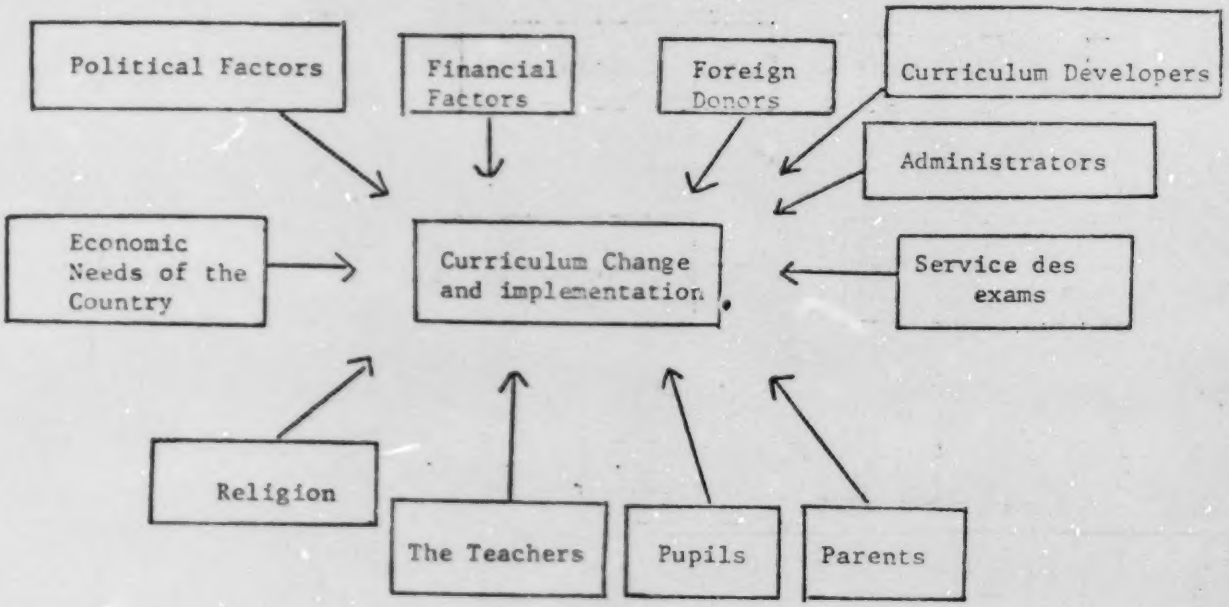
develo[illegible] or implementer cannot solve alone. Curriculum change and imp[illegible]entation is subject to the interplay of various forces as it appears in table 2. Even such crucial problems as training of teachers which at first sight may appear to lie with curriculum developers, cannot be solved by the National Institute of Education. In-service courses cost money. If teachers have to travel from their schools to another place for training, you need to think of the cost involved in their travelling and housing, etc.

Insert Table 2

All these forces bear on curriculum change and implementation, but obviously they do not pull in the same direction. Some forces will pull in the direction of change whereas others will stand for the status quo. If the forces for curriculum change and implementation pull stronger, then the change will take place. If the forces against curriculum change pull stronger the change will not take place.

The two reports released by the National Institute of Education show that (apparently) the forces for change are pulling stronger than those against. But as the major problems have been identified (see Table 1) and some people have had the opportunity to air their views (which have been) printed in L'Ecole Voltaique en Question?, the writer will try through a sample of about 200 peopole including pupils, teachers, parents, policy makers, etc. to see how these problems are perceived by those concerned by the Reform and what solutions they can propose. Is the implementation of the new curriculum, that is to say, its generalization to all Primary schools, going to take place at all?

Table 2


Political Factors
Financial Factors
Foreign Donors
Curriculum Developers
Administrators
Economic Needs of the Country
Curriculum Change and implementation
Service des exams
Religion
The Teachers
Pupils
Parents

(1) On the important issue of language, agreement is sought on the following:

1. Should French be maintained as medium of instruction in the primary?

2. At what level should Voltaic National languages be introduced? As subject matters or as vehicles of intruction?

3. Should we go for all mother tongues or just three majo. languages as proposed by the reform? Or just one language to be imposed? Which one?

(2) Productive activities is another burning issue.

1. Many parents say that they do not object to practica. training, but they fear that it should distract the pupils from preparing seriously for their exams? Should examination system include practical work? What would be the percentage of practical work?

2. What would be the future of those who get a distinction at practical work, but a fail in the other matters?

3. Training of teachers

4. Changing people's attitudes.

5. The problem of urban vs. rural areas. etc. etc.

These items will be rephrased in the questionnaire and the interviews later. The aim of this review has been to bring to the reader's awareness the complexity of the situation, the apprehension of the people and the delicate situation in which curriculum developers work in Upper Volta.

Notes

(*) Duration at the tertiary level depends on the specialization.

(1) Lougsi, at about 18 kilometers West of Ouagadougou.

(*) Effort to make people more receptive

Chapter III

Methodology

Initially, that is to say, prior to leaving Nairobi, the writer planned to limit his investigaton to the Ouagadougou area. The envisaged sample was to look like this:

Primary school pupils	50
Primary school teachers	25
Secondary school pupils	50
Secondary school teachers	25
University students	25
University lecturers	10
Parents	50

Policy makers	10
Total	245 people

However once in Upper Volta, the writer thought that limiting the investigation to Ouagadougou only might lead to erroneous conclusions. Therefore he planned trips to Tenkodogo (Centre East), Bobo Dioulasso (West), and Ouahigouya (North) and Koudougou (Centre West).

Unfortunately due to some time table constraints and financial limitations, only Ouagadougou, Koudougou, Ouahigouyau and a few localities around them have been covered.

After discussing the project with colleagues and friends, it appeared that the future of the Reform of Education depends on the intellectuals the so-called "Cadres de L'Etat" or Civil servants. The argument is that they are the decision-makers. Even if they are not personally involved in decision-making, they carry a lot of weight on and influence decision-making at national level. As a consequence, the writer decided to leave out - the primary school pupils (50)

- secondary school pupils (50)
- Parents who do not belong to the categories of "cadres/moyens/superieurs"

The questionnaire and the interviews are directed at finding:

1. The level of instruction of the respondents.

2. The number of languages they speak.

3. Where they work.

4. How much they know about the objectives of the Reform. How well informed they are.

5. What are their feelings regarding the use of national Voltaic languages in school.

6. What are their positions regarding some of the objections of the Reform made in 1979 and contained in L'Ecole Voltaique en Question? (1)

Dealing with literate people and intellectuals one would think that a questionnaire would do. But some of the people told the writer that they could discuss the project with him and anwser his questions orally, but they could not find any time to sit and fill a questionnaire. The writer has come across many people who refuse to commit themselves by writing or taping even anonymously. A lot of people just do not like formal interviews.

Only a few people, twenty (20) (1) in all, accepted to fill the questionnaire and return it to the writer. Which means that for this paper, the author has to rely on imformation collected during discussions and interviews carried informally. But the information collected during discussions and interviews carried informally is still the more valuable, because while filling a questonnaire or answering questions on a tape, a lot of people automatically censor themselves

and confidential information. But in a free discussion they often say more than they would in a formal situation. Computation of data collected in this manner is more difficult and scientists may question its validity. However, it is the writer's opinion that depending on what is being investigated, this approach can prove more effective than more conventional approaches like quesionnaires and formal interviews.

The 1983 Report of the Institute of Education clearly shows that the people who are going to decide on the future of the Reform are the cadres of the Civil Service, the school administrators and the teachers. Therefore the people whose opinions have been sought either through the questionnaire or the informal interviews belong to these categories. Initially 245 people were to be involved, but actually only 70 people have been recorded.

They can be cast as follows:

20 Pimary school teachers (2 filled out the questionnaire)
20 Secondary school teachers (8 filled the questionnaire)
10 University lecturers (10 filled the questionnaire)
10 School administrators (none filled the questionnaire)
10 cadres of the Civil Service (none filled the questionnaire)
70 Total questionned 20 filled questionnaire.

Once the decision was taken about the categories of people to interview, no other criteria were used about who to interview and who not to inerview. Some of the Primary school teachers teach in pilot schools, like GONDOLOGO in Ouahigouyos or LOUKSI in Ouagadougou, but

the majority comes from non pilot schools. The secondary school teachers and the university lecturers were willing to discuss and then fill the questionnaire. They often made comments about how the questionnaire should have been worded in order to be more effective (1) Administrators (School or General Administration) were very reluctant. They were afraid that the information collected from them should be used against them in the future. Even though the questionnaire was anonymous they refused to fill it. But they agreed to give the information orally. The socio-political context was also such that people did no really trust each other. This might account for some people's reluctance to fill questionnaires. The questionnaire is made up with 39 questions. Unfortunately it has proved impossible to discuss 39 questions orally with the same respondent on a very limited time. Therefore, only a few questions out of the 39 have been thoroughly investigated. Questions dealing with teacher training, production of teaching materials, productive activities and geographical factors are satisfactorily dealt with in the Institute of Education's 1983 Report. The evaluation which has been carried on a large scale covers all the 61 pilot schools sin the country. Later on in the analysis, the writer will often refer to data collected and published by the Institute of Education in its 1983 report.

Notes

Institut National d'Education, (1979) L'Ecole Voltaique en Question? Ouagadougou.

(1) They are all teachers (Primary, secondary, and university).(1) One senior lecturer said that the questionnaire is biased, that its author

seems to take for granted that the Reform is a good thing, which is the real question.

Chapter IV Data Computation and Analysis.

IV-1 Sensibilisation:

One of the most influencial factors which slow down the process of generalization of the Reform is referred to by the educationist of the National Institute of Education as "sensibilisation." The word "sensibilisation" as used by the educationists of the National Institute of Education is very hard to define. But in the minds of its users, (at the Institute of Education) it means a process of informing the population and the policy-makers of the country in order to win their support for the Reform. At times it seems to mean just understanding what the Reform is about and what the National Institute is trying to do.

Viewed from another angle, "sensibilisation" appears as an attempt by the institute of Education to bring all the people to adopt its educationists' views, or at least to sympathize with them in order to minimize opposition to the Reform.

"Sensibilisation" can also be understood as a campaign of explanation in order to familiarize people with the objectives of the Reform. In that respect it stresses the improvement that the Reform brings to the Educational system. The argument is not only to prove that the Reform

is useful, but necessary. The ultimate goal of the "sensibilisation" is the commitment and the active participation of the population to the implementation of the Reform.

The hypotheses behind the "sensibilisation" campaign are:

(1) most people oppose the implementation of the Reform because they do not know what it is about and do not care to know about it at all._

(2) some people oppose it because they are not well informed of the objectives of the Reform.

(3) Others are opposed to the Reform because of the introduction of local languages. Being ill-informed, they believe that French is going to be totally dropped out. They also believe that the local languages are not suitable vehicles for the teaching of sciences, technology, universal culture, etc.

(4) Others are against the Reform because they believe that it is going to create a dual system of Education: A reformed System of Education for the rural areas and a Classical School for the urban areas.

(5) It is also hoped that the "sensibilisation" campaigns will start a nation-wide debate on the various educational isues.

(6) Some people are opposed to the Reform because of inertia. Definitely we have to admit that the Project of Reform is weighted to the ground by inertia. In that respect, "sensibilisation" campaigns and organized debates are necessary. Many people who do not support the Reform are strongly against its generalization, but do not say why they are against the Reform. One may think that the intellectuals and the "cadres" are against the toppling of a system that has made them what they are. They may see the new system as a threat to the advantages that they have gained from the old system, etc. But so far,

they have not said so. The writer thinks that the Institute of Education should not only try to win support for the Reform, it should also try to bring silent opponents to put forward arguments against the generalization of the Reform. It is in the writer's opinion that it is much easier to deal with someone who says no to a proposal or a new idea and justifies his position with arguments than to deal with someone who says no and remains mute.

The writer believes that the campaign of "sensibilisation" should concentrate on the most articulate and most influencial portion of the population, even if, in theory they constitute a minority. here we are thinking of the cadres of the Civil Service, the Army, the various religious communities, the trade unions, etc.

A particular attention should be paid to the teachers at all levels (primary, secondary and tertiary) and to the school administrators. In the last resort they will account for the success or the failure of the Reform. Among the cadres of the Civil Service they are the most informed of educational matters. They closely follow development and progress in Education in their country and around the world. Most other cadres retain only bits of memory of their passage in school. They seldom get involved in any educational debate until their own children become an educational problem. Then their reactions may become most extravagant and very subjective. Because their children have failed, the system is not proper. But very often they are unable, to say what is wrong with the system, except that their children have failed. On the other hand, they may cite a system very

More research needs to be done to find out how much imformed the cadres of the Civil service are about educational matters in general, and about the Reform in particular. And if it is proved that they are ill-informed (as the writer fears) what appropriate means can "sensibilisation" campaign use to get them informed and involved in educational matters and debates? So far "sensibilisation" campaigners have relied on radio and television broadcasts, meetings, conferences, seminars, etc. Research should be made to find out the best listening hours for these programmes if they are to reach the cadres of the Civil service. More important, reading materials explaining the objectives of the Reform should be made available to the literate portion of the population.

The educationists of the Institute of Education complain that the Reform is perceived as the sole affair of the Institute of Education, the teachers in the pilot schools and at best the ministry of Education.([1]) The fact is they are about the only people who do understand anything about the Reform. In the 1983 annual report (p.6) the following facts are made clear:

1. People are ill-informed about the Reform, the general public, the administrative authorities and most teachers.([2])

2. The Reform is meeting with opposition in the urban areas particularly among intellectuals. ([3])

3. School administrators (inspectors, pedagogical advisors, headmasters, etc.) are reluctant to implement the Reform, because they are not involved in the process of the Reform and they do not feel properly trained to work in pilot schools.(4)

If we consider that the success or the failure of the Reform depends on the involvement of the teachers and the school administrators, we have to admit that the Reform is in jeopardy if nothing is done to alter the present trend of the affairs.

Notes

(1) Evaluation approfondie de la Reforme de l'Education 1983 document 2. p.6: "En re´alite, la re´forme estsurtoutvue comme l'affaire de l'IRAP et des maitres experimentateurs et au mieux du seul minister de l'Education Nationale, des Arts et de la Culture."

(2) "Le manque d'informations Precises sur la refome est reel, tant au niveau de la population dans son ensemble que des autorites administratives et memeau niveau de beaucoup d'enseignants. id. p.6.

(3) "Des resistances se manifestent en milieu urbain, notamment au niveau des intellectuels." id. p.6.

(4) "On constate une certaine resistance chez quelques uns pour ne pas parler du rejet de la reforme. Cette attitude provient peut etre du fait que les inspecteurs de l'enseignement du premier degre et

Conseillers Pedeagogiques Itinérants n'ont pas toujours ete mis dans le coup ou n'ont pas recu la formation complementaire qui leur permettrait d'etre a l'aise dans les classes experimentales." id. p.8.

IV-2 People oppose the Reform because they do not know its objectives.

Question 10 has sought to check the hypothesis that many people ignore the objectives of the Reform:

Question 10: What are the main objectives of the Reform? (See II-2 for objectives of the Reform). All the Primary school teachers were able to give the five main objectives of the Reform. The school administrators also knew what they were talking about. As for the secondary school teachers, with the exception of one, they only knew bits of the objectives. Most cadres of the Civil Service and University teachers are totally ignorant of the objectives of the Reform as stated in the documents produced by the National Institute of Education.

1. To democratize Education	32 out of 70
2. To Link Educationwith Production	32 ouf of 70
3. To Reduce the Cost of Education	32 out of 70
4. To Develop a National Authentic Culture	32 out of 70

5.	To get communities involved in Education	32 out of 70
6.	Others	20 out of 70
7.	No Answer	18 out of 70
Total		32 + 20 + 18 = 70

In 6 (others) some respondents have stated as educational objectives of the Reform what might be their own understanding of the objectives of the Reform. At times they give the impression that they are describing the ultimate consequences of the Reform. Two respondents, for example, put that the objective of the Reform is "to maintain the peasants' children in a cultural and economic ghetto." Three wrote that "the ultimate goal is to reduce the number of people in the public service.

The answers to the Question tend to confirm the hypothesis that most people among the intellectuals or cadres of the Civil Service do not know much about the objectives of the Reform. However, more research and investigation need to be carried on a larger scale before one can be definitely affirmative.

IV-3 The Introduction of Voltaic Languages.

In the 1979 Report of the Institute of Education it clearly appears that many people oppose the Reform because of the introduction of the local languages. Question 11 sought to find out the respondents' stand as regards the use of Voltaic languages in school.

1. It is a good thing.	54
2. It is a bad idea.	10
3. No answer.	6
Total	70

Surprisingly 54 out of 70 welcome the introduction of Voltaic Languages in school. The percentage is well above 77%. Only 10 out of 70 voiced strongly against the introduction of Voltaic languages in schools. One respondent worded his opposition in the following terms: "It is an unwanted and hasty enterprise which is not going to solve any of the fundamental educational problems of the country. The biggest wrong is the injustice practiced against the peasants."

Tiendrebeogo Gerard and YAGO Zakaria (1982) have also found that the majority of people are favorable to the introduction of Voltaic languages in schools: ([5])

Opinions	Men	Women

Favorable	78.9%	84.4%
Against	4.1%	4.2%
No opinion	16.8%	11.6%

It is interesting to compare the opinions of the schooled with the opinions of the unschooled, because, whereas here we are dealing with a schooled sample, TIENDREBEOGO and YAGO deal with a sample which includes both schooled and unschooled people.

The Schooled

Opinions	Men	Women
Favorable	81.2%	85.8%
Against	5.2%	3.8%
No opinion	15.2%	10.2%

If we compare the two tables, we can see a slight variation, but the same impression remains. The majority of people seem to desire the use of National languages in schools. This is in accordance with our own findings.

But we have to nuance the apparently favorable attitude. In theory, people may agree with the use of Voltaic languages, but in practice, they put conditions which can make the introduction of Voltaic Languages in schools impossible. As the following table shows, most people agree on condition that all Voltaic languages are used.

The 1979 Report, L'Ecole Voltaique en Question shows a divergence about which Voltaic language(s) to use. Question 13 sought to find out the opinion of the respondents on that issue.

1. All Voltaic languages	54
2. Only those languages which have written Literature	4
3. Two to three languages	3
4. No Voltaic language	2
one language: Moore	3
one language: Jula	2
one language: Fulfulde	1
Total	70

The majority of the respondents (54 out of 70) favor the use of all the Voltaic languages. They argue that all the children should be given the same opportunity to start schooling in their mother tongues. Commenting on question 14 about the idea of deciding on one Voltaic Language, most respondents found the idea unthinkable in a multilingual and pluricultural society like ours.

Every respondent is actually concerned with the use of his mother tongue. However, we have to admit that it is almost impossible to use the 50 or 60 languages spoken in the country.

Among the intellectuals a lot of people are against the use of national languages, but they do not want to say it. They only show their disagreement with the use of only three languages (Moore, Jula and Fulfulde). They argue that if all the languages cannot be used, then no national language should be used. Their stand in fact equals a tacit opposition to the use of national languages and to the piloting of the Reform and its generalizaton later.

The problem of balkanization of the country is linked with the use of only a few languages, like Moore, Jula and Fulfulde. On the other hand it is believed that the use of all the languages is a safeguard against the partition of the country into dominant linguistic zones, favoring regionalism. The following table shows people's opinions regarding that question.

Opinions expressed in the 1979 report said that the use of Voltaic National Languages will jeopardize National Unity. Question 17 sought

the opinion of the 70 respondents on that issue.

1. There is real danger of balkanization	30
2. There is no danger.	35
3. There will be danger if . .	5
Total	70

Five respondents said that there will be a danger of balkanization if instead of all the languages, only two or three are used in schools. Then the country will be partitioned according to linguistic zones.

At this stage the writer has got the impression that the intellectuals, particularly secondary school teachers, scientists and university scholars,.etc., are not favorable to the introduction of national languages in schools. The implicit argument seems to be if all the languages cannot be used, then none should be used now. Let's wait until conditions are met for all languages to be used in schools. And this means that we can have to wait indefinitely. And that can explain why a few people believe that the Reform should be imposed from the top. But more research is needed in the area.

IV-4 Can the Reform be imposed from the top as a political decision?

Yes	15

Yes after a referendum	50
No	5

In the 1979 report, many people expressed regret to the seeming lack of political backing. They argue that the solution to the use of national languages and the rest is no more no less than a political decision. But most respondents do not think that a decision from the top is a good substitute for "sensibilisation" and debates. 50 out of 70 believe that there should be a referendum after "sensibilisation" campaigns and nationwide debates and that the government should act upon the results of the referendum. At times, the professionals who work at the Institute of Education feel abandoned. They are certainly competent but they feel a kind of political void around them. The top seems to be watching. If it succeeds, fine. They can always claim that they got the Reform implemented. And if it fails, they can blame the professionals.

The lack of political commitment can also be explained by the constant political change at the top. Since the beginning of the project in 1976, the country has had four presidents:

1966-1980	Sangoule Lamizana
November 1980 - November 1982	Saye Zerbo

November 1982 - August 1983	Jean-Baptiste Ouedraogo
August 1983 - -	Thomas Sankara

At the same time Ministers of Educstion were appointed, then sacked and new Ministers appointed.

1976 -	Ali Lankoande
1977 -78	Dao Oumarou
1978 - 1980	Douamba Konate
1980 - 1982	A-Patoin Ouedraogo
November 1982 - May 1983	Emmanuel Dadjuari
May 1983 - August 1983	Boureima Zorome
August - 1983	Emmanuel Dadjuari

Usually, with the coming in power of a new regime a new educational policy is proclaimed and new priorities set. In the context of such political instability, the Reform may just be stopped by decree.

A decisive political step cannot be taken unless the government in power feels strong enough to challenge any kind of opposition.

IV-5 Productive Activities

Productive activities constitute a very important element in the Reform. The main objective is to link education with work. It is hoped that through productive activities, the pupils will learn while producing and produce while learning in an integrated system of Education.

According to the 1983 Report on Productive Activities seven objectives are pursued. ([1])

1. To give the pupil a practical and productive training.

2. To bring him to have some consideration for manual work.

3. To discover his abilities in order to help him to develop them fully.

4. To link productivity with intellectual activities.

5. To improve the diet of the pupils.

6. To make schools support part of their running cost.

7. To integrate the school to the development process of the community or the village.

The facts about productive activities:

All the factual information about the productive activities is drawn from an evaluation survey carried by the Institute of Education (IRAP) in 61 pilot schools.([6])

55 out of the 61 pilot schools are actually practicing productive activities in farming.
34 out of 61 pilot schools are involved in animal husbandry
9 out of the 61 pilot schools practice handicraft ([7])
8 out of the 61 pilot schools are engaged in other miscellaneous activities.

Schools practicing farming activities.

1.	sorghum, maize soya bean	26
2.	ground nuts - peanuts	14
3.	Rice	13
4.	Gardening	55
5.	Treeplanting	

Reforestation	14

Schools practicing animal husbandry.

1. Poultry (chicken-guinea-fowl)	23
2. Rabbits	8
3. Pigs	4
4. Cows and donkeys	7

It is interesting to notice that only 6 out of the 61 schools are not actually doing any productive activities. The fact that almost all pilot schools have been able to undertake productive activities is very positive and encouraging.

The following tables give details of productive activities carried out in 1981-82 and 1982-83 in the 61 pilot schools.

Notes

(6) Institut de la Refome et de l'Action Pedagogaque (IRAP), Evoluatien approfondie de l'Experimentation de la Reforme de l'Education. (Document no. 4)

Pilot Schools Moore Speaking Area	Sorghum-Maize Soys Bean	Ground Nuts Peanuts	Rice	Gardening	Tree Planting Reforestation	Earnings	Poultry	Rabbits	Pigs	Cows Donkeys	Sheep Goats	Earnings
BOULMA 1	160 kg. sorghum	-	-	-	-	6550 FCFA	-	-	10	-	-	-
BOURZANGA 2	-	-	-	- ✓	-	21933F	29 chickens	-	-	-	-	-
BEM 3	-	-	-	✓	✓	6000F	-	-	-	-	-	
KAMBOINSE 4	✓	✓	-	✓	✓	77000F	✓	✓46	-	-	16 sheep	
LAYE 5	✓	✓	-	-	-	164000F	-	-	-	-	-	-
LIGUIDI-MALGEM 6	✓	(100kg)	-	✓	✓	28795F	-	-	-	-	-	-
LOUDA 7	✓	-	✓30 bags	-	-	30000F	-	-	-	✓	-	-
NAGBAGRE 8	✓	-	✓	-	-	-	-	-	-	-	-	-
NONGREMASSOM 9	✓	-	-	✓	-	-	-	-	-	-	-	-
OUAHIGOUYAE 10	✓	-	-	-	-	-	-	-	-	-	-	-
OUEGUEDO 11	✓	✓	✓	✓	✓	68590	✓	✓	-	✓(one donkey)	-	-
DISSI 12	-	-	-	✓	✓	-	-	✓	-	✓	-	13000F
TANSA 13	✓ sookg-sorghum	✓	-	✓	✓	61500	✓(23)	-	-	-	-	-
SALBISGO 14	✓	✓	✓	✓	x-	-	-	-	-	-	-	-
SAMBA 15	✓	-	✓	✓	-	-	✓(10)	-	✓(4)	-	-	-
SAGNIE-BARRAGE 16	-	-	-	✓	-	-	-	-	-	-	-	-
SARIA 17	-	✓	-	✓	-	3055F	-	-	-	-	-	-
SILLOUGOU 18	✓	✓	-	✓	✓	57410F	✓(16)	✓(12)	-	-	-	-
SOUNGOUSSILA 19	✓ 320 kg.	✓150 kg.	✓	-	-	-	✓(30)	-	✓(3)	✓(1)	-	-
TANGHIN-DASSOURI 20	✓	-	✓	✓	-	-	✓	-	-	✓(1)	-	-
[illegible]	✓500 kg.	✓30 [illegible]	✓	-	-	-	-	-	-	-	-	-

Pilot Schools Moore Speaking Area	Sorghum-Maize Soya Bean	Ground Nuts Peanuts	Rice	Gardening	Tree Planting Reforestation	Earnings	Poultry	Rabbits	Pigs	Cows Donkeys	Sheep Goats	Earnings
TITAO 22	✓	-	-	✓	-	40000F	-	•	-	-	-	-
TOELE 23	-	-	-	-	-	-	-	✓(4)	-	-	-	-
WAMTENGA 24	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EARNINGS						564833	108 Ch.	62 R.	17	2 donkeys	16 sheep	
						+13000 577833						

Jula Speaking Area	Maize Soya Bean	Nuts Peanuts	Rice	Gardening	ing Reforestation	Earnings	Poultry	Rabbits	Pigs	Cows Donkeys	Sheep Goats	Earnings
1 BAMA	-	-	✓ 29 s.	-	-	165522F	-	-	-	-	-	-
2 DEDOUGOU HANKAY	✓	✓	-	✓	-	-	-	-	-	-	-	-
3 DI	✓	-	-	✓	-	215000	✓	-	-	-	-	-
4 HOUNDE'A'	✓	-	✓	✓	-	11000F	-	-	-	-	-	-
5 KERA	✓	-	-	✓	-	31330F	✓ (13)	-	-	✓ 2 cows	-	-
6 KOUTARA	-	-	✓	✓	-	-	✓	-	-	-	-	-
7 LE FIABOUGOU	-	-	-	✓	-	-	-	-	-	-	-	-
8 LANFIERA	✓	-	-	✓	-	200000	✓	-	-	-	-	-
9 MATOURKOU	✓ 1300 kg.	-	-	✓	-	50000F	-	-	-	-	-	-
10 ORODARA'A'	✓	-	-	✓	-	111870F	✓	✓	-	-	-	-
11 DA	✓	✓	-	✓	-	18680F	-	✓ (4)	-	-	-	-
12 SAMOGO HIRI	✓	-	-	✓	-	16000F	✓	-	-	-	-	-
13 SINDOU	✓	-	-	✓	-	24500	✓	-	-	-	-	-
14 TIEFORA	-	-	-	✓	-	-	✓	-	-	-	-	-
15 TOUGAN R.M.L.	-	-	-	✓	-	-	✓	-	-	-	-	-
TOTAL EARNINGS						843902	13 ch.	(4)		2 cows		

Pilot Schools Fulfulde Speaking Area	Sorghum-Maize Soya Bean	Ground Nuts Peanuts	Rice	Gardening	Tree Planting Reforestation	Earnings	Poultry	Rabbits	Pigs	Cows Donkeys	Sheep Goats	Earnings
1 BARABOULE	1700 kg mil.	1166 kg.	-	✓	-	70000F	-	-	-	✓ 3 cows 1 donkey	✓ 10	-
2 DJIBO	-	✓	✓	✓	-	49000F	-	-	-	✓ 1 donkey	✓ 8	-
3. DORI "A"	-	-	-	✓	-	16000F	✓	-	-	-	-	-
4 DORI "B"	-	-	✓	✓	-	16000F	✓	-	-	-	-	-
5 SAMPELGA	✓	-	-	✓	-	20360F	✓	-	-	-	-	-
6 SEBBA	-	-	-	✓	-	-	-	-	-	-	-	-
TOTAL EARNINGS						171360				3 cows 2 donkeys	18 sheep	

New Open Pilot Schools	Sorghum-Maize Soya Bean	Ground Nuts Peanuts	Rice	Garden-ing	Free Planting Reforestation	Earnings	Poultry	Rabbits	Pigs	Cows Donkeys	Sheep Goats	Earnings
1 BANI	-	-	✓	-	-	-	-	-	-	-	✓ (10)	-
2 GONDOLOGO	-	-	-	-	-	-	-	-	-	-	-	-
3 KATANGA	✓ soya	-	-	✓	✓	56000F	✓	-	-	-	-	-
4 KOSSO	-	-	-	-	-	-	✓ (53)	-	-	-	-	-
5 KOUDOUCOU	-	-	-	✓	-	-	-	-	-	-	-	-
6 LUGSI	-	-	-	-	-	-	-	-	-	-	-	-
7 PETEGA	-	-	-	-	-	-	-	-	-	-	-	-
8 SALEMBAORE	-	-	-	✓	-	-	-	-	-	-	-	-
9 SARAFILATTO	-	-	-	-	-	-	-	-	-	-	-	-
10 SEYTENGA	-	-	-	✓	-	-	-	-	-	-	-	-
11 SIAN	-	-	-	✓	-	-	-	-	-	-	-	-
12 SONSORIBOU-GOU	-	-	-	-	-	-	-	-	-	-	-	-
13 TANLARGIN	-	-	-	✓	-	-	-	-	-	-	-	-
14 TANSOBIINGA	-	-	-	-	-	-	-	-	-	-	-	-
15 TIBGA	-	-	-	-	-	-	-	-	-	-	-	-
16 TONGAMAYEL	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EARNINGS						56000	53 ch.				10 sheep	

(7) Sewing, knitting, embroidering, tapestry-work, etc.

Table 7

EARNINGS

ZONES + number of Schools	Money	Chicken	Rabbit	Pigs	Cows	Donkey	Sheep
MOORE 24	577,838 FCFA	108	62	17	-	5	16
JULA 15	843,302 FCFA	13	4	-	2	-	-
FULFULDE 6	171,360 FCFA	-	-	-	3	2	18
New Pilot Schools 16	56,000 FCFA	53	-	-	-	-	10
TOTAL Schools 61	1,649,095 FCFA	174	66	17	5	7	44

o complete this table we are now going to give a rough estimate of what the animal raisingwould yield if the animals were sold at an average price.

1. Chickens: The average price of a chicken is 750 FCFA

EARNINGS 174 x 750 = 130,500

2. Rabbits: A rabbit is sold at about 1,400 CFA.

EARNINGS 66 x 1400 = 92,400

3. Pigs: The average price of an average pig is 10,000.

EARNINGS: 17 x 10,000 = 170,000 FCFA

4. Cows: The average price of a cow is 60,000.

EARNINGS 5 x 60,000 = 300,000 FCFA.

5. Donkeys: The average price of a donkey is 20,000.

EARNINGS 7 x 20,000 = 140,000 FCFA.

6. Sheep: The average price of a sheep is 5,000.

EARNINGS 44 x 5,000 = 220,000 FCFA.

TOTAL EARNINGS in animal raising = 1,052,900 FCFA.

TOTAL EARNINGS (Farming and animal raising): 1,649,095 + 1,052,200 =

2,701,995 FCFA.

Considering that each pilot school is given 200,000 for its equipment, we can roughly estimate the price of the initial investment: 61 x 200,000 = 12,200,000 FCFA. In economic terms, the

returns are far below expectations, to say the least. But the productive activities have also got non-economic objectives which are very difficult to measure in quantifiable terms.

To the question: Do you believe that the productive activities can help to lower the cost of Education, the answers are thus cast:

yes	25
No	40
No Opinion	5
Total	70

This clearly shows that people are realistic about the economic gains of the productive activities. Considering the age of the children (7-13) and the lack of adequate equipment it would be utopic to think that schools would be able to produce enough commercial goods to compensate for the cost of their running.

But the practical training that the children receive through linking education with production is to be encouraged - An Inspector of Schools in Ouahigouya put it in the following terms: "Our objective is not production as such, but training to be productive. We want the children to acquire the competence, the ability, to produce. We want parents, particularly from the rural areas, to see that school is not teaching their children to despise manual work and manual workers. We want parents to realize that they can actively cooperate with the teachers for the education of their

cildren. Otherwise we are well aware that in economic terms, the productive activities may prove unproductive."

Problems which affect productive activities.

1. The lack of water - In many pilot schools the lack of water has limited or simply made impossible any productive activities in farming or animal raising.

2. The lack of equipment: Teachers in pilot schools find the equipment inadequate for their needs.

3. Commercialization. Schools which do manage to produce commerciable goods find it difficult to commercialize their goods at a reasonable price.

4. Security against thefts. Schools which would like to engage in animal raising are hampered by the lack of means to secure their animals against thefts.

5. Delay in financial supplies Money for the equipment of schools often arrives very late, and the delay affects the schools production.

6. Many teachers still find it difficult to combine productive activities with intellectual work.

7. The School Year: Productive activities cannot be discontinued during vacations and be resumed when classes are

reconvened. Most teachers have found a solution to this problem by organizing the pupils into teams which work in turns during vacations, sometimes with the help of parents.

The overall impression that the author has got is that people are not unhappy about the productive activities. The few peasants that the writer had the opportunity to talk with seem quite excited about the introduction of productive activities. But the intellectuals hardly manage to hide their scepticism. But in principle they are not against productive activities in schools. However most intellectuals do not figure their own children much involved in productive activities. More research is certainly necessary before one can be determined about the attitude of intellectuals towards the introduction of productive activities in schools.

IV-5 The Training of Teachers and School Administrators.

The Institute of Education is not responsible for the pre-service training of teachers. Pre-service training takes place in two teacher-training colleges. The Cours Normal of Koudougou for male teachers and the Cours Normal Des Jeunes Filles of Ouagadougou for female teachers. But the Institute of Education is responsible for the in-service training of all Primary school teachers.

As for the inspectors and the pedagogical advisors, the Institute is responsible for both their pre-service and in-service

training.

The curriculum in the teacher-training colleges does not take into account the requirements of the Reform. Everything goes on as if there was no reform at all. Such important matters as the transcription of African languages, and productive activities are conspicuously absent in the curriculum of both teacher-training colleges. This simply means that when trainees have completed their training, they are not fit to serve in pilot or reformed schools. The training that some of them get in workshops and seminars before they go to a pilot school is definitely inadequate.

By contrast, the curriculum designed for the pre-service and in-service training of inspectors and pedagogical advisors largely takes into account the requirements of their role in the new educational system.

In view of the generalization of the Reform, adequate measures have to be taken in the following areas:

1. The Pre-service training of primary school teachers.

The curricula of teacher-training colleges have to be revised in order to include:

-Introduction to general linguistics and African languages
-Transciption of Voltaic languages.
-Production at school

-Pedagogy of Voltaic languages

-Objectives of the new educational system, etc.

2. The Pre-service training of secondary school teachers. So far, nothing has been done at the secondary level to take in the pupils coming from the reformed schools. "Two years to go before the first cycle of trades begins, and no coordination is taking place between the Institute of Education, the Administration of the secondary cycle and the University to define the profile of the teachers of this cycle in agreement with the objectives set for this cycle. It is high time that this problem becomes a major concern of those responsible for the training and administration of the personnel of this cycle." (8)

3. The pre-service and in-service training of the inspectors and pedagogical advisors.

-most inspectors and pedagogical advisors still do not feel quite at ease in a reformed class.

-the number of inspectors and pedagogical advisors is so limited, that they are not available where their advice and guidance is most needed.

4. The Training of Inspectors for the Secondary Schools.

Inspectors for the secondary are trained in France. Naturally the curriculum ignores the objectives of the Reformed Schools in Upper-Volta. This simply means that these inspectors will not feel

at ease in a reformed secondary school. If the school administrators are not trained in accordance with the requirements of the new reformed system, they will not be fit for the role that they are expected to play in it. As a consequence if they cannot oppose the Reform openly, they may slow down its process.

Notes

(8) Institute of Education, Evaluation Approfondie de l'Experimentation de la Refome de l 'Education. Avril 1983, (document no 5 p.8)

IV-7 Production of Instructional Materials.

One of the missions of the Institute of Education is to conceive, produce and distribute written support materials for the pupils, the teachers, the inspectors, the pedagogical advisors the teacher-trainers, etc. The Institute is also expected to produce and distribute audio-visual materials for the information of the authorities and the public. The question is whether the Institute has the production capability to meet expectations? Since the beginning of the piloting in 1979, the following textbooks have been produced.

Textbooks	Moore	Jula	Fulfulde

1st Year	2,634	1,750	350
Second Year	1,460	1,857	629
Third Year	1,160	700	500
Fourth year	1,192	1,016	941
Teacher's book	450	350	300

A reader in French was produced in 1,560 copies. So far the Institute has managed to cope with the needs of the pilot schools. But when the Reform is generalized and the needs multiplied a hundred fold, then the Institute will find it difficult to produce enough instructional mateials for the pupils, the teachers, the school administrators, the teacher-trainers, etc. At present the Institute badly needs:

-storage rooms

-production personnel

-machines and spare parts, etc.

-linguists and textbook writers, etc.

IV-3 Finance

The availability or non-availability of finance is going to determine the generalization or non-generalization of the Reform. We have seen that to enable schools to undertake productive activities, an endowment of 200,000 per school is necessary. If we

multiply 200,000 by the number of schools which are built in the country we come to a pretty round amount of money that it will not be easy to raise. So far the money used in pilot schools has been provided by UNICEF, UNESCO, the UNDP, the World Bank, etc.

The production of instructional materials is going to require the purchase of sophisticated and expensive machines, the use of professionals with high salaries, etc. Where is the money to come from?

The training of the teachers is expected to take place in new teacher training colleges. The money necessary to build these colleges has not been found yet.

To a large extent the financing of the whole project depends on foreign aid and international assistance (World Bank, USAID, CATHWELL, PAM, EDF, UNICEF, UNESCO, UNDP, etc. The impression that the writer has, is that the whole project may come to a standstill as a result of partial or total withdrawal of support from the external financing bodies. In other words, the future of the Reform may be decided in Paris or Washington, unless the people of Upper-Volta find their own means of financing it.

Chapter V Summary and Conclusion

The purpose of this study was to look at some the factors that may affect the implementation or generalizatio of the Reform

to all primary schools in Upper Volta. This writer believes, and this study has brought some evidence that the generalization of the Reform is pending the overcoming of some problems quite beyond the competence of the curriculum Developers of the Institute of Education.

V-1 Information or Sensibilisation.

The different evaluation reports and this study show that most people, particularly the intellectuals and the cadres of the Civil Service or the army are not informed or are ill-informed about the Reform and its objectives.

The intellectuals, the cadres of the Civil Service and the army are actively involved in the policy making of the country at all levels. As long as they are hostile or even indifferent to the Reform, it will never be implemented. Therefore this writer believes that they should be the Prime target of the campaign of sensibilisation.

V-2 Inertia

Some people are hostile or indifferent to the Reform for no specific reason. This writer suspects that they are just against change and innovation that can challenge their social and intellectual habits and security. For lack of a better term, this writer has called this phenomenon "inertia."

V-2. The Introduction or use of Voltaic Languages.

It has appeared to this writer that the use of national languages is one of the most tricky and thorny problems of the Reform. Apparently most people seem favorable to the use of national Voltaic languages. But it is this writer's feeling that subtle but efficient opposition will come from minority ethnic or linguistic groups. Many intellectuals and cadres of the Civil Service from minority ethnic or linguistic groups are not favorable to the use of Moore, Jula and Fulfulde as languages of instruction for children whose mother tongues are not Moore, Jula or Fulfulde. The argument is that for those children, Moore, Jula and Fulfulde would be as foreign as French.

Some respondents have made their point clear to this writer: All the children are entitled to start schooling in their mother tongues. If at the present stage all the languages cannot be used within the scheme of the Reform, then we have to wait until provsion is made for the use of all Voltaic languages. Now is it desirable or simply feasible to use all fifty or so languages spoken in the country as languges of instruction in our schools? And if we have to wait until instructional materials can be produced in all the national languages, the Reform cannot be generalized in a foreseeable future.

V-4 The Introduction of Productive Activities.

Productive activities as such are welcomed by everybody. But as we have shown in IV-5, productive activities are not achieving their economic objectives, in absolute terms. The productive activities of the 61 pilot schools have yielded about 2,701,995 FCFA in 1982-83, for an investment estimated at 12,200,000 FCFA. The economic returns are far below expectations. If some schools like Di, Lanfiera, etc. manage to earn more than 200,000 FCFA, other schools less fortunate, cannot show economically quantifiable earnings. However school teachers and school administrators are unanimously favorable to productive activities for reasons of pedagogy and socialization.

V-5 The System of Evaluation and Certification.

Unless a new system of Evaluation and Certification replaces the existing one, school teachers and pupils will not be working towards achieving the objectives of the Reform, but will be more concerned with getting ready for national examinations.

V-6 The Training of Teachers.

The future of the Reform is definitely in the hands of the teacher force which will have to implement it in the classrooms. At present the teacher-training programmes in the teacher-training

colleges are not adequate to say the least, since they do not take into account the objectives of the Reform. The teacher force at large is not ready for the implementation of the Reform.

V-7 The Training of the School Administrators.

Most school administrators have not been trained in the spirit of the Reform. But unless the school administrators are made to feel confident and quite at ease in the new system, they will have reservations about the Reform. However, the new generation of inspectors and pedagogical advisors are getting adequate training vis-a-vis the Reform.

V-8 Production of Instructional Materials.

At present the Institute of Education manages to produce enough instructional materials for the pilot schools, but in the event of a generalization of the Reform, unless its production capacity is increased a hundred fold, the Institute of Education will not be able to satisfy the demand.

V-9 Coordination with the Higher Levels

At present only the primary level is concerned with the piloting of the Reform. Teachers and administrators at the

secondary and tertiary levels are not much involved in the process of the Reform. As the Reform concerns the whole structure from primary through tertiary, it is disquieting to notice that nothing is being done at the other levels to meet the needs of the pupils coming from the Reformed schools. This writer agrees with the educationists of the Institute of Education that steps must be taken now, to avoid teachers and administrators of the secondary and tertiary levels been caught unprepared.

V-10 Dual System.

Many people believe (probably due to lack of information) that the Reform is going to bring about a dual system; one more rural-oriented and the other more urban-oriented. Some of the people interviewed by this writer assert that the Reform is a big trap for the peasantry. However, this writer believes that open debates about the Reform and its objectives can help to overcome suspicions of this nature.

V-11 The Political Backing from the Top

For most people interviewed, including some of the educationists of the Institute of Education, there seems to be no political will from the top vis-a-vis the implementation of the Reform. The political leadership seems to have adopted an attitude of wait and see. In such a situation the educationists of the

Institute of Education remain cautious, not daring to do or say more than is expected from professionals. They are plainly aware that the last decision lies with the political leadership.

V-12 Finance

Most of the financial burden of the piloting of the Reform is borne by international and bilaterial aid. The question that most people ask is: can the country mobilize enough resources to pay for the price of the implementation of the Reform (building and equiping new schools, teacher-training colleges, producing and distributing instructional materials, building and equipping professional and vocational training centres, etc.)? In other terms, even if we agree that the objectives of the Reform are desirable, can we give ourselves the means to achieve them?

This study has a lot of limitations. The very method of investigation used has serious flaws and limitations. Time has also been a limiting factor. The matter for investigation cannot be covered by one person in such a short time. This writer's dearest hope is that this study awakens some interest in other educationists and researchers to continue and deepen the debate on the Educational Reform in Upper-Volta.

V-13 Conclusion

The professionals or technicians who work on the Reform at the Institute of Education are certainly competent and dedicated. They would like the Reform to be implemented in all schools and they would certainly see to the implementation of the Reform if they were given the means.

However the solutions to most problems, as this study has shown, are quite beyond the competence of the sole educationists of the Institute of Education.

There is very little that they can do about the thorny problem of the introduction of national languages, besides large campaigns of "sensibilisation."

They can make suggestions about a new system of evaluation and examination, however they cannot take any decision to alter the existing system of examination.

They can propose new cirricula for the teacher-training colleges, but they have no power to implement their ideas, in so far as they have no control over these institutions.

They can suggest some alterations in the school year, particularly the calendar of vacations, but they have no power to implement a new calendar. School administration is still run by administrators who prefer the system in which they feel more confident and more at ease. Of course they all attend in-service training courses, seminars, etc., but they are not enthusiastic

about the Reform.

The professionals who have developed the Reform and have been piloting it for some years have no political power to implement it in all schools. The generalization of the Reform is a political decision.

Financially the Reform will not make our Education less dependent on foreign aid and assistance in the immediate future. The Reform is financially supported by UNESCO, UNICEF, UNDP, the World Bank, etc., which means that withdrawal of support from these institutions may cause the whole thing to collapse.

The question is: Can we make it work with our own means?

QUESTIONNAIRE - PARENTS D'ELEVES

ELEVES - ETUDIANTS

PROBLEMES LIES AU SYSTEMES SCOLAIRE

I - L'introduction des Langues Nationales

1 - Niveau d'instruction
2 - Profession
3 - Langue maternelle
4 - Autres langues parlées
5 - Langue la plus usitée en plus du français
6 - Lieu d'affectation ou de travail
7 - Langue la plus usitée dans cette localité
8 - Avez-vous servi dans d'autres zones linguistiques
9 - Quelles langues sont parlées dans ces localités
10 - Quels sont selon vous les principaux objectifs de la reforme

11 - Que pensez-vous de l'introduction des langues nationales dans les programmes scolaires en Haute-Volta.

12 - A quel niveau faut-il les introduire dans les programmes scolaires ? comme matière ou comme véhicules d'enseignement ?

13 - Faut-il dispenser l'enseignement de base dans les langues nationales. Dans trois langues, dans deux langues, dans une langue ?

14 - Certaines personnes disent qu'il faut imposer 1 seule langue. Qu'en pensez-vous ? Si vous êtes de cet avis à quelle langue pensez-vous ?

15 - Certaines personnes s'opposent systématiquement à l'introduction des langues nationales dans les programmes scolaires. Au contraire elles proposent la maîtrise du français comme langue d'enseignement. Qu'en pensez-vous ?

16 - En ce qui concerne les personnes qui sont contre l'introduction des langues nationales dans les programmes scolaires comment peut-on les amener à changer d'avis. ?

17 - Certaines personnes disent l'introduction des langues nationales vont poser le problème de l'unité nationale. Il ya un risque de balkanisation . Etes-vous de cet avis ?

18 - Comment peut-on résoudre le problème des enfants des fonctionnaires qui sont appelés à servir dans différentes zones linguistiques ?

II - LES ACTIVITES PRODUCTIVES

19 - Qu'entendez-vous par activités productives ?

20 - Quelles activités productives sont praticables à l'école fréquentée par vos enfants ?

21 - Ces activités peuvent-elles reduire le coût de l'éducation ?

22 - Quelles nouvelles structures requiert l'introduction des activités productives à l'école ?

23 - L'école a-t-elle les moyens de créer ces nouvelles structures ?

24 - Certains parents pensent que le travail manuel va distraire les enfants du travail sérieux, qui est la préparation aux examens. Qu'en pensez-vous ?

25 - Faut-il inclure des épreuves pratiques aux examens et concours ? Quel pourcentage leur donner ?

26 - Envisagez-vous un nouveau type d'évaluation pour remplacer le CFEE et l'entrée en 6 ?

III - LA FORMATION DES INSTITUTEURS

27 - Pensez-vous que les enseignants sont techniquement prêts pour appliquer la réforme ?

28 - A votre avis qu'est-ce qui manque à leur formation ?

29 - Comment va-t-on remédier aux insuffisances constatés ci et là dans la formation des maîtres ?

IV - PRODUCTION DES MATERIAUX PEDAGOGIQUES

30 - Pensez-vous que l'I.P.A.P. est en mesure de produire le matériel pédagogique nécessaire

31 - Quelles difficultés prévoyez-vous pour l'élaboration et la production du matériel pédagogique ?

32 - Quelles suggestions pouvez-vous faire ?

LA SOCIETE CONTEMPORAINE

V - L'ATTITUDE DES PARENTS D'ELEVES

33 - A l'heure actuelle certains parents sont favorables tandis que d'autres sont hostiles à la reforme. Comment expliquez-vous cette situation ?

34 - Qu'est-ce qui motive le refus de certains parents ?

35 - Comment peut-on les amener à modifier leur attitude.

IV - VOLONTE POLITIQUE

36 - Certaines personnes pensent que le problème des langues nationales peut trouver sa solution dans une décision politique. Etes-vous de cette avis ? Comment ce problème peut être résolu politiquement ?

VII - FACTEURS GEOGRAPHIQUES

37 - Quels sont les facteurs géographiques qui affectent l'implantation des nouveaux programmes scolaires.

38 - Voyez-vous des problèmes particuliers pour l'application de la reforme dans les villes.

39 - Un parle souvent du manque de sensibilisation de la population aux problèmes de la reforme. Qu'entendez-vous par sensibilisation ?

BIBLIOGRAPHY

Ahmad Manzoor, Philip Coombs, (1975), Education for Rural Development, Praeger Publishers, New York, Washington, London.

Direction de La Planification (1976), Dossier Initial.

Institut National d'Education, (1979), L'Education Voltaique en Question?

1981, Introduction des Langues Nationales Voltaiques dans Le cycle primaire..

1981, Evaluation Approfondie de L'Experimentation de la Reforme de L'Education.

1983, Evaluation Approfondie de l'experimentation de la Reforme de l'Education.

Paula Roark, (1979), Authentic Education and Development: West African Perspectives from Upper-Volta. A thesis submitted to the Faculty to Graduate School of the University of Colorado in partial fulfillment of the requirement for the degree of Doctor of Philosophy School of Education.

Unesco (1979), Apprendre et Travailler.